

TEACHER EDUCATION FINAL EVALUATION RESULTS- HISTORY/SOCIAL STUDIES

MAY 2015

During the spring semester of the 2014-2015 school year, teacher education students in the History/Social Studies program participated in their student teaching clinic experiences. An online application system (i.e., *Qualtrics*) was used to facilitate the administration of the midterm evaluation to provide feedback to supervisors, advisors, and students. Results were aggregated across 17 individuals. The results were obtained through analyzing supervisors' responses on the student teaching midterm evaluation form for teacher education students in the History/Social Studies program. The purpose of this report is to display the overall results.

REPORT HIGHLIGHTS:

- ✓ With the exception of one instance, all students were considered to be making "Outstanding" or "Satisfactory" progress, with a majority of students with an "Outstanding" rating for each NCATE standard. This represents a major improvement in scores from the Spring 2015 midterm evaluation.
- ✓ For the following "*Planning Instructing, Assessing, and Adjusting*" standard, 100.00% (n=17) of the students made "*Outstanding Progress*":
 - Uses technology to enhance students' learning of H/SS.
- ✓ For the following 2 "*Planning Instructing, Assessing, and Adjusting*" standards, at least 82.35% (n=14) of the students made "*Outstanding Progress*":
 - Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques (82.35%; n=14)
 - Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum to support students' learning in H/SS (88.24%; n=15)
 - Documents student H/SS learning in both ongoing and summative ways and provides students with this feedback (88.24%; n=15)
- ✓ For the following "*Professional Responsibility through Professional and Ethical Practice, Reflection and Continuous Learning, Leadership, and Collaboration*" standard, 88.24% (n=15) of the students made "*Outstanding Progress*":
 - Collaborates with a variety of faculty members in the school community to support students' H/SS learning and well-being.

Grade Level Placement:

Grade	Count	Percentage
7	1	2.33%
8	2	6.98%
9	7	16.28%
10	10	23.26%
11	11	25.58%
12	11	25.58%

Note: Overlap included due to student placement across multiple grades

CT Common Core of Teaching II-Teachers Apply This Knowledge by Planning, Instructing, Assessing, and Adjusting:

	Outstanding Progress	Satisfactory Progress	Not Making Progress	N/A
1. Plans and implements instruction based on knowledge of the academic principles, essential concepts, respect for language diversity and learning strategies appropriate to the discipline of History/Social Studies (H/SS). (NCSS 3.1)	12 (71.00%)	5 (29.41%)	0 (0.00%)	0 (0.00%)
2. Responds to the group or individual student's levels of H/SS understanding while teaching. (NCSS 3.1)	12 (70.59%)	5 (29.41%)	0 (0.00%)	0 (0.00%)
3. Plans and implements H/SS instruction based on knowledge of the community context and of students as a group and as individuals. (NCSS 3.1)	12 (70.59%)	5 (29.41%)	0 (0.00%)	0 (0.00%)
4. Constructs H/SS lessons that are adapted to diverse student needs based on understanding of students' different developmental levels and approaches to learning. (NCSS 3.1)	8 (47.06%)	9 (52.94%)	0 (0.00%)	0 (0.00%)
5. Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply H/SS knowledge and skills to real world problems. (NCSS 3.1)	13 (76.47%)	4 (25.53%)	0 (0.00%)	0 (0.00%)

	Outstanding Progress	Satisfactory Progress	Not Making Progress	N/A
6. Plans and implements instruction based on H/SS national and state curriculum frameworks and classroom curricular goals. (NCSS 3.1)	13 (76.47%)	4 (64.00%)	0 (0.00%)	0 (0.00%)
7. Activates students' prior H/SS knowledge and experience. (NCSS 3.1)	12 (70.59%)	5 (29.41%)	0 (0.00%)	0 (0.00%)
8. Asks questions and implements methods that encourage students to think critically. (NCSS 3.1)	12 (70.59%)	5 (29.41%)	0 (0.00%)	0 (0.00%)
9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance. (NCSS 3.1)	9 (52.94%)	8 (47.06%)	0 (0.00%)	0 (0.00%)
10. Seeks out and uses resources from a variety of sources to create meaningful and challenging	15 (88.24%)	2 (11.76%)	0 (0.00%)	0 (0.00%)

curriculum to support students' learning in H/SS. (NCSS 3.1)				
11. Creates a respectful, supportive, and challenging environment that supports individual student's development, construction of H/SS knowledge, and motivation to learn; in doing so, demonstrates considerable knowledge of child and/or adolescent development and understanding of the multiple interacting influences on H/SS learning. (NCSS 3.1)	8 (47.06%)	9 (52.94%)	0 (0.00%)	0 (0.00%)
12. Uses informal and formal assessment data to modify H/SS instruction and to plan appropriate lessons, including purposeful choices regarding group formations. (NCSS 3.1)	10 (58.82%)	7 (41.18%)	0 (0.00%)	0 (0.00%)
13. Sequences learning tasks into coherent units of instruction derived from the H/SS curriculum in an effort to effectively scaffold student learning. (NCSS 3.1)	13 (76.47%)	4 (23.53%)	0 (0.00%)	0 (0.00%)
14. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques. (NCSS 3.1)	14 (82.35%)	2 (11.76%)	1 (5.88%)	0 (0.00%)
15. Documents student H/SS learning in both ongoing and summative ways and provides students with this feedback. (NCSS 3.1)	15 (88.24%)	2 (11.76%)	0 (0.00%)	0 (0.00%)

	Outstanding Progress	Satisfactory Progress	Not Making Progress	N/A
16. Uses social studies concepts and historical data to help prepare students for active participation in contemporary American society. (NCSS 1.10)	10 (58.82%)	7 (41.18%)	0 (0.00%)	0 (0.00%)
17. Uses technology to enhance students' learning of H/SS. (NCSS 3.1, 1.8)	17 (100.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
18. Makes connections between social studies domains (US history, world history, government/civics/political science, geography, economics, and behavioral sciences) as well as with the other disciplines when discussing content knowledge. (NCSS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10)	9 (52.94%)	8 (47.06%)	0 (0.00%)	0 (0.00%)
19. Develops students' ability to effectively analyze primary and secondary sources. (NCSS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10)	8 (47.06%)	9 (52.94%)	0 (0.00%)	0 (0.00%)

CT Common Core of Teaching III-Teachers Demonstrate Professional Responsibility through Professional and Ethical Practice, Reflection and Continuous Learning, Leadership, and Collaboration:

	Outstanding Progress	Satisfactory Progress	Not Making Progress	N/A
20. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' H/SS learning. (NCSS 3.1)	7 (41.18%)	10 (58.82%)	0 (0.00%)	0 (0.00%)
21. Collaborates with a variety of faculty members in the school community to support students' H/SS learning and well-being. (NCSS 3.1, 3.2)	15 (88.24%)	2 (11.76%)	0 (0.00%)	0 (0.00%)
22. Reflects critically on his/her own practice and uses reflection to grow and change practice; is willing to ask probing questions and draw upon H/SS research and theory in an effort to inform and shape practice. (NCSS 3.1)	12 (70.59%)	5 (29.41%)	0 (0.00%)	0 (0.00%)
23. Seeks out and participates in opportunities to grow professionally. (NCSS 3.1)	10 (58.82%)	7 (41.18%)	0 (0.00%)	0 (0.00%)

Teachers have knowledge of students, content and pedagogy regarding the planning, instructing, assessing and adjusting:

What 2-4 strengths did the student teacher candidate possess?

Statements contained personal information and were redacted

What are 2-4 areas for improvement for the student teacher candidate?

Statements contained personal information and were redacted

Teachers have knowledge of students, content and pedagogy regarding the professional and ethical practice, reflection and continuous learning, leadership and collaboration:

What 2-4 strengths did the student teacher candidate possess?

Statements contained personal information and were redacted

What are 2-4 areas for improvement for the student teacher candidate?

Statements contained personal information and were redacted

*For more information regarding these results, please contact the Office of Assessment, Accountability and Accreditation, NSoE_Assessment@uconn.edu. This report is available online - <http://assessment.education.uconn.edu/>